

CENTER FOR
CIVIL
and
HUMAN
RIGHTS
PARTNERSHIP

Content Council Report

DRAFT ONLY- OPEN FOR COMMENTS

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Delivered to the CCHR Partnership

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I. OVERVIEW OF THE EFFORT

The CCHR Partnership commissioned the formation of a Content Council in the spring of 2007 chaired by Provost Earl Lewis of Emory University and co-chaired by Dr. Cliff Kuhn of Georgia State University and Dr. Darlene Clark-Hine of Northwestern University. As recommended by the 2006 Working Group Report regarding the development of the Center for Civil and Human Rights, the Content Council was charged with developing a “Content Roadmap.” The roadmap was envisioned as a foundational document that could inform the future exhibit plan, architectural design and the master planning process. The Content Council was asked to make recommendations regarding several aspects of the Center including the perspectives visitors should take from a visit (either physically or virtually) to the Center, the themes to be explored by the Center, the overall narrative approach, specific stories to be explored, potential artifacts and articles for display and ideas for presentation methods.

The Content Council believes that Georgia is a pivotal place in which to tell the story of African American struggle for justice and equal treatment and to explore broader current issues regarding human rights and freedoms in the United States and in the international community. Georgia is particularly relevant because of its unique history, the legacy of Civil Rights leadership based in Atlanta, and the existence of organizations, institutions, and corporations headquartered in Georgia whose operations are global and/or whose work includes human rights concerns.

II. OVERALL THEMES AND OUTCOMES ON VISITORS

Overall theme for the CCHR

The Content Council reaffirms the vision articulated by the Working Group report:

Throughout the ages humans have sought to secure a decent and just place for themselves in their community or society. Sometimes to gain that sense of security they have had to fight to change the conditions of their lives. This Center will recognize and tell the stories of the universal search for a secure human existence.

Three main socio-political movements dominated the 20th century: the American Civil rights Movement, the Communist Revolution in Russia and the national liberation movements in the dependent territories of Africa, Asia, the Caribbean and the Middle East. All three movements and had an important impact on their respective countries and on the international community. The Center for Civil and Human Rights (CCHR) will focus on the southern Civil Rights Movement in the United States with a special emphasis on Atlanta and Georgia and the impetus the civil rights movement provided for subsequent mass movements for equality for women, Chicanos, lesbian/gay/bisexual/transgender individuals, Native Americans, the disabled and others. In addition it will highlight the continuing struggles to attain human rights, addressing the full scope of rights outlined in the 1948 Universal Declaration of Human Rights including the two categories outlined in that and subsequent documents of 1) civil and political rights and 2) economic, social and cultural rights.

The Content Council has identified one primary theme that should serve as the foundation across all the potential galleries, exhibits and programs:

The CCHR takes as its primary theme the centrality, universality, and expansion of human rights, made possible through individual and collective struggles for greater freedom and justice, on local, regional, national, and international levels, across cultures and over time, down to the present day.

This theme should inform the way visitors interact with all elements of the Center and should provide a common and sustaining linkage over time and across offerings.

Key outcomes for visitors

The Content Council believes that visitors should walk away from the Center with new knowledge, additional perspective and a level of inspiration. All actions and presentations of the Center should support these outcomes.

- 1. A deeper understanding of the universality of human rights, their basis in freedom and justice, and that often these rights were secured through different types of social movements during various eras.**
- 2. An appreciation of connections between the African American freedom struggle and the long international struggle for human rights.**
- 3. A recognition that rights need constant vigilance as their protection is incomplete and new and different forms of injustice evolve. Visitors should feel unsettled and inspired by their experiences with the Center and should view the realization of human rights as a hope for the future, not a current reality.**
- 4. A change in self-perception from “bystander” to “upstander”—visitors should move towards seeing themselves as agents of change in the world. Visitors should have a better ability to identify and empathize with oppressed and disadvantaged people, and find themselves better able to create change.**
- 5. An appreciation that individuals and small groups are frequently the agents of change and that they often hail from minority populations.**
- 6. Awareness that a lasting impact often requires great sacrifice and moral courage.**
- 7. An appreciation of the tension between how individuals view their identity including local and global citizenship and membership in various communities.**

- 8. A realization of other resources and institutions to engage in further study, inspiration and support for citizen activism and community enrichment.**
- 9. An appreciation of Georgia and Atlanta history, local and state struggles for civil and human rights and how they illustrate larger global themes and concerns.**

III. PRINCIPLES OF PRESENTATION

The Center should be equipped to interact electronically with people in the United State and abroad through various media

The Center should use many types of tools in order to address evolving issues and topics at varying levels of depth and offer access to people who hold a wide range of views and perspectives.

- Physical exhibitions will include those in the Center and those presented outside the Center in partnership with other institutions.
- Programs will include presentations that range from artistic to educational.
- Virtual programming will include online offerings, television, videoconferencing and audio casts

Key success elements identified by the Content Council

The Content Council spent significant time discussing the elements that will lead to a successful and engaging Center for Civil and Human Rights. These elements should inform the way presentations are made physically and virtually by the Center.

1. The Center should engage individuals as contributors to the ongoing story and not just as observers

Visitors should have opportunities to “write their own history” and acknowledge their reactions to learning about these issues as well as relate any contribution they have made to civil and rights struggles. Visitors should feel that they not only leave their mark on the Center, but that the Center is open and recognizes that its ongoing success is dependent upon diverse views, stories, perspectives and energy.

This type of contribution might include visitors leaving their thoughts in writing or in audio or video recordings at the Center that could be searched by other visitors over time.

2. The Center should engage individuals from different vantage points and generations. The Center should be designed to provide opportunities for dialogue and learning

The Content Council envisions a Center that provides opportunities for multiple generations to express and exchange ideas and perspectives. Currently the variety of perspectives among generations is monumental (e.g., World War II, 60's, post civil rights, post Vietnam War, post Cold War) and provides a unique opportunity for education and understanding.

This intergenerational exchange should go beyond having messages targeted at different groups, but might include forums with question and answer sessions with civil rights and human rights figures or innovative uses of film to capture intergenerational issues.

3. Technology should be used to deepen and expand stories and should be adaptable to technological innovation

While the Content Council does not collectively possess the expertise to make specific technology recommendations, all members strongly believe that the extensive use of innovative technology is essential to reach a broad, diverse and distant clientele and is crucial to success. The Center should go beyond the walls of the institution and provide multiple and meaningful avenues for visitors from around the world to explore the Center. The Content Council strongly encourages the use of digital onsite cameras, games, audio-visual online media, television, radio, interactive media, and all methods that will allow visitors within and outside the Center to explore issues of civil and human rights.

4. Content presented by the Center should not advocate a particular point of view, but should strive for telling the story of human rights authentically, deeply and from multiple perspectives

Deliberations of the Content Council highlighted the depth and complexity of the issues of civil and human rights and noted that these issues often are incorrectly simplified. The presentation of history often eliminates nuances and diversity of conflicts that occur at the time of an event. The Content Committee has provided recommendations in the document on the Galleries about the types of stories that should be told and some of the conflicts that should be highlighted.

Providing diverse perspectives is required to not only explore the issues and stories thoroughly, but also to enable visitors from

various vantage points to fully engage with the topics. Voices that have been lost should be rediscovered; inspiration from the well known, marginalized and vulnerable groups, and those who wish to remain anonymous should be recognized, considered and examined.

5. The Center should recognize that sounds and songs are particularly important presentation vehicles, in view of the salience of music in rights movements and the overall power of cultural expressions for individuals

The history of the modern civil rights movement in the United States is infused with the sounds of music. Many other movements nationally and globally have used music as a means of communication, cohesion and inspiration. The Content Council recognizes the special role of music in the history and sees music as a key vehicle for engaging visitors.

Additionally, the Content Council believes that music and art are an effective mechanism to engage younger visitors in the issues and stories of rights and freedoms. The Council envisions the Center as a place that envelops the visitor with sounds from the past and the present.

Priority issues for the future

Many issues will be addressed by the Center over time through programs, exhibitions, partnerships, virtual presentations and other media. The Content Council believes there are a handful of complex and controversial issues that the Center should consider over time in order to remain relevant. The Content Council highlights several issues that repeatedly arose in our deliberations:

- Continuing challenge of the “three scourges” Dr. King outlined—racism, poverty and militarism
- Immigrant communities, immigration policy and the definitions of citizenship
- Rights of women and rights of children
- Religious diversity, perspectives and religious expression
- Rights and freedoms of indigenous people
- Rights to natural resources and a sustainable environment
- Rights of prisoners and the oppression of human rights defenders
- Inequalities in the criminal justice system

IV PHYSICAL ATTRIBUTES AND PROGRAMMING

The Content Council believes an array of physical assets will be required in the Center to present events and stories in compelling ways. The Content Council recommends that:

- Galleries of the Center use a combination of actual and facsimile artifacts and documents, audio and video clips and interactive technologies
 - Presentations in the Center provide visitors the opportunity to “take home” elements from their visit either physically or electronically
 - Galleries in the Center provide visitors the ability to comment on or contribute to the Center including audio and video on site.
 - Facilities for film presentations, both during the visit and for additional programs should be included in the design.
 - A state of the art conference facility with teleconferencing technology, ability to record and project media productions (e.g., TV, online streaming video, live streaming audio) and perhaps simultaneous translation be constructed and used for programs and special events
 - Dedicated performance space in the Center should be designated for theater, dance, and speakers
 - Special exhibit space for traveling exhibits and deeper explorations of topics should be included in the design
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V FLOW OF THE EXPERIENCE

The Content Council extensively discussed the potential flow of visitation through the various stories and galleries outlined. The Council recommends a few principles to consider when designers consider the physical layout of the Center:

- The time period from 1918-1949 (end of World War I to the beginning of the Cold War, with particular attention to the impact of World War II and its aftermath), is a seminal period for concerns related to self-determination and both civil and human rights. This period included the formation of many modern rights movements, the creation of the United Nations, and the adoption of the U.N. Declaration on Human Rights. The importance of this period was frequently reiterated during Content Council discussions and the Council recommends that it plays a prominent, if not “hub” role in a visitors experience in the Center.

- The physical layout should create the ability to choose one’s own experience and not provide a “forced march” through the galleries. The Content Council recommends that visitors have the ability to tailor their visit to fit their preferences including the potential to view the Center “backwards” through time. However, a balance should be reached so that visitors will have some common elements no matter their path. The Center should use a blend of chronological and topical approaches in the exhibit presentation.

VI Specific Gallery Recommendations

The Content council has outlined 11 specific “galleries” that should be included in the Center. These galleries are intended to be the primary themes and stories explored in the Center. The Content Council does not believe that each of these necessarily needs a dedicated space, but recommends that each of the galleries receives an appropriate treatment and examination given the importance of these elements to the overall explanation of the issues of civil and human Rights.

Each gallery lists specific items and elements that may be included within each topic. These recommendations are neither all-inclusive nor immutable, but should serve only as a guide to future designers and curators with respect to the type of articles to be exhibited and the modalities for communicating the key elements of each gallery.

Theme #1–The Evolution of Human Rights, (1700s-1865)

Brief description of the exhibit

Visitors should immediately be grounded in the origins and foundations of human rights. Human rights principles can be found in all major world religions, as well as in such documents as the Laws of Hammurabi, Charter of Cyrus and the Magna Carta. During the era of the American, French and Haitian Revolutions, phrases such as "the rights of man," "natural rights," and "rights of humanity" began to be commonly used. Such seminal documents as the Declaration of Independence, the Declaration of the Rights of Man and Citizen, and the U.S. Constitution will be presented in terms of their promise and inspiration, their shortcomings and limitations, their usage by early human rights activists, and the gap between rhetoric and reality. The particular role of members of the African diaspora in articulating a notion of human rights that extended beyond national boundaries will be emphasized. Themes embodied by these documents--including the ideas that rights must be natural, equal and universal--will foreshadow recurrent themes throughout the CCHR.

Georgia played a key role in the evolution of human rights and their suppression. As Atlanta resident W.E.B. Du Bois wrote in 1903, "Not only is Georgia thus the geographical focus of our Negro population, but in many other respects, both now and yesterday, the Negro problems have seemed to be centered in this State." Founded as the only colony in British North America that banned slavery, and the only British colony where slavery was ever publicly debated, Georgia soon became a plantation colony based on enslaved labor. In 1793, Eli Whitney developed the cotton gin in Georgia, an event of global significance. By 1860, Georgia had the second highest enslaved population of any state, a population with a rich, vibrant, resilient culture. Georgia also was in the forefront of Native American removal, the starting point of the Trail of Tears, which paved the way for the founding of Atlanta. The Atlanta Campaign and Sherman's March to the Sea were among the Civil War's most pivotal developments, and the war itself loosened the bonds between master and enslaved.

Central themes

1. The roots of human rights and their relevance for today
2. The relationship between civil and human rights including definitions and usage
3. The international character of human rights discourse historically
4. The notion of citizenship and citizenship rights
5. The complexity and fragility of American freedom and democracy

6. Obstacles to human rights
7. Unique aspects of Georgia's human rights legacy

Possible elements

Key documents and speeches

- Above documents including the Bill of Rights
- Letters from Toussaint Louverture
- Absalom Jones's sermon on the international slave trade (1808)
- David Walker's Appeal (1829)
- William Lloyd Garrison's description of the Constitution
- Frederick Douglass's "What to the slave is the 4th of July" speech (1852)
- Addresses by Sojourner Truth
- Mary Wollstonecraft, "A Vindication on the Rights of Women"
- Expressions of Native Americans
- The oral traditions and actions of historically oppressed peoples

The debate over slavery in Georgia

- James Oglethorpe's involvement in the freeing of Job ben Jalla
- The Petition of the Inhabitants of New Inverness (1739), one of the first human rights arguments against African slavery
- Slave codes of 1750, 1755, 1757
- Runaway advertisements

Native American removal

- Speeches by Andrew Jackson, Wilson Lumpkin
- Addresses by Speckled Snake, John Ross, Major Ridge
- 1790 Treaty of New York (first in U.S.), 1837 Treaty of New Echota
- Descriptions of the Trail of Tears
- Cherokee Nation vs State of Georgia

The enslaved community

- Spirituals/work songs/sermons/folk tales/slave narratives
- Excerpts from book *Slave Life in Georgia* (1855)
- Excerpts from Fanny Kemble's journal
- The story of Ellen and William Craft
- Pro-slavery arguments

Early Atlanta

- Petition of White artisans against Negro competition

Civil War

- Descriptions of masters and enslaved during the war

- Meeting in Savannah between Sherman and African American leaders
- Special Field Order #15 granting land to former enslaved individuals on Georgia coast

Theme #2 From Emancipation to Jim Crow (1863-1930s)

Brief description of the exhibit

Visitors will gain an appreciation of how emancipation inaugurated a new era in the effort of African Americans to achieve equal rights. In numerous arenas—including land, labor, religion, education, politics, and equal citizenship under the law—freed men and women sought to shape and determine the meanings of freedom, against great odds. However, the late nineteenth century saw the egalitarian dreams of Reconstruction reversed, as Whites sought to relegate African Americans to a subordinate position. The period saw the emergence of legalized segregation or “Jim Crow” upheld by the U.S Supreme Court, political disfranchisement of African American men, and the escalation of extreme racial violence, most notably the practice of lynching across the United States. Yet, even during the peak of Jim Crow, African Americans adopted a range of strategies to cope with and challenge the situation, from overt protest to the development of a network of interlocking Black community institutions to the use of music and humor as forms of resistance. Both within the United States and internationally, World War I ushered in developments that would inform expanding movements for freedom and equality.

Atlanta and Georgia occupied a prominent position within Black America. W.E.B. Du Bois and Booker T. Washington had strong Atlanta connections, as did many other key figures of the era. Atlantans participated in the founding of the Niagara Movement, forerunner to the NAACP. The 1906 Atlanta Race Riot was one of the period’s low points, having ripple effects in Atlanta, Georgia, and nationwide. After World War I, Atlanta became the headquarters for both the Commission on Interracial Cooperation and the Ku Klux Klan. During the interwar period, Black Atlantans used what leverage they could to protest discrimination and strive for equality.

Central themes

1. The nadir of American race relations
2. African American survival and resistance strategies
3. The struggle for equality from emancipation through the interwar period
4. The impact of World War I, the Great Depression and New Deal
5. The central role of Atlantans and Georgians within Black America

Possible elements

Violence and resistance

- 1871 Congressional hearings on Ku Klux Klan in Georgia
- Lynchings and the anti-lynching movement
- Causes, developments, and legacy of the Atlanta Race Riot
- Songs, poems, and jokes about Jim Crow

National and international rights movements

- Writings from Henry McNeal Turner, Washington, DuBois, John and
- Lugenia Burns Hope, Addie Hunton, other figures
- The idea of the social gospel
- Niagara Movement
- W.E.B Du Bois as an international human rights figure
- Georgia native Robert Abbott and the Chicago Defender

Atlanta and Georgia's specific role and events

- Voter registration cards showing restrictive measures
- Speeches and petitions from Georgia Equal Rights Association
- Walter White and the NAACP campaign for Washington High School
- Materials on Neighborhood Union, Atlanta Urban League, NAACP
- Activism within Martin Luther King's family
- Citizenship schools of the 1930s - John Wesley Dobbs, Lugenia Burns Hope

Theme #3 World War II and its aftermath as a watershed in civil and human rights (1939-1953)

Brief description of the exhibit

Visitors will gain an appreciation of the roots of the modern civil rights movement during World War II and its aftermath. The war transformed society, expanded horizons, and raised expectations, as the “normalcy” of segregation was challenged. African Americans mobilized during World War II, pointing out the contradictions between the war’s ostensible objectives and the reality of being second-class citizens back home. The NAACP experienced tremendous growth during the war years, becoming a real force to be reckoned with and beginning the strategy that would challenge legal segregation. The war also ushered in a new era in human rights as well, moving beyond legal and political discrimination alone to the right to a secure existence, embracing employment, health care, and education. The United Nations issued the Universal Declaration of Human Rights in 1948 and the Convention on Genocide in 1948. Citizens in African countries and elsewhere mounted anticolonial movements. Yet Cold War developments helped limit the impact of human rights agitation on burgeoning American civil rights protest.

These currents were mirrored in Atlanta and Georgia. At the end of the war, W.E.B. Du Bois and Atlanta native and NAACP executive secretary Walter White attended the founding conference of the United Nations. In 1946, the Georgia all-White primary was overthrown, paving the way for a massive Black voter registration drive in 1946, greater than in any other southern state. The first African American police officers were hired in Atlanta and Savannah, the initial crack in the wall of segregation. The Monroe, Georgia lynching in July 1946 prompted President Harry Truman to create the President’s Committee on Civil Rights, whose members included Atlantan Dorothy Tilly. However, such gains were met with great resistance from segregationists.

Central themes

1. The World War II years as a watershed in civil and human rights
2. The growth of the NAACP and the legal strategy to challenge segregation
3. The impact of Black voter registration in Atlanta and Georgia
4. Civil and human rights in the early Cold War era

Possible elements

Development of a human rights framework

- U.N. Declaration of Human Rights, U.N. Anti-Genocide treaty
- 1947 and 1948 Southern Regional Council conferences on civil and human rights
- Eleanor Roosevelt's role in human rights and 1949 appearance in Atlanta

Beginning of the U.S. Civil rights movement

- Fair Employment Practice Committee activities in Georgia
- Growth of NAACP
- Monroe lynching and the founding of the President's Committee on Civil Rights

Atlanta and Georgia's specific role and events

- Protest on Atlanta and Savannah busses and streetcars during WW II
- Atlanta Urban League 1946 reports on housing, education and health care
- 1946 establishment of gay-friendly church in Atlanta by Reverend George Hyde
- Primus King case, 1946 voter registration drive, governor's race
- The fight to get Black police in Atlanta and Savannah
- Unsung heroes: Ralph Mark Gilbert, Ruby Blackburn, Dorothy Tilly, Joseph Rabun

Theme #4 The pace quickens (1954-1960)

Brief description of the exhibit

Visitors will gain an appreciation of key events, developments, and strategies of civil and human rights movements of the 1950s. The Brown vs. Board decision of 1954 ruled that segregated education was unconstitutional, and spawned massive resistance to desegregation. The Montgomery bus boycott provided a model of community-based mass action, extended the principle established in the Brown case into other aspects of segregated life, and established Atlanta native Martin Luther King, Jr. as a national figure. In its aftermath, King and others established a new organization, the Southern Christian Leadership Conference (SCLC). The era was marked by international debates over human rights, and burgeoning anti-colonial movements throughout Africa.

Events in Atlanta and Georgia reflected these larger developments. The Brown decision brought repression against the state NAACP and the interracial Koinonia Farm in Southwest Georgia. Yet African Americans continued to press for equal rights, attempting to gain access to the University of Georgia and Georgia State College (now Georgia State University), launching a major law suit against the segregated Atlanta Public Schools, and desegregating the city's busses and libraries. African independence leaders visited Georgia and inspired local activists, including Andrew Young. In 1960 King and the Southern Christian Leadership Conference (SCLC) moved to Atlanta, the self-proclaimed "city too busy to hate."

Central themes

1. The nature and extent of change in civil rights, and resistance to change
2. The relationship between anti-colonial struggle and civil rights insurgency
3. The Georgia roots and internationalism of Martin Luther King
4. The Atlanta style of managing race relations

Possible Elements

National civil rights movement

- King Papers materials on Montgomery bus boycott
- Surveillance of Martin Luther King at Highlander Folk School
- Koinonia bombing
- Local movements around the Southeastern United States

- The Horace Ward case (UGA Law School), attempt to desegregate Georgia
- State
- Justice Department materials from Terrell County (1957 Civil Rights Act)

Atlanta style of managing race relations

- Love, Law and Liberation movement and Rev. William Holmes Borders
- Hungry Club and role of the Butler Street Y
- Relations between Mayor Hartsfield, business community and African-American religious, business and social leaders

International human rights and civil rights

- Relationship between Mohandas Gandhi, Howard Thurman and Martin Luther King, Jr.
- 1957 visit by Kenyan independence leader Tom Mboya

Theme #5 Youth in Revolt: The Student Movement (1960-1966)

Brief description of the exhibit

Visitors will appreciate the crucial role of the student-led direct action movement. On February 1, 1960, students in Greensboro, North Carolina, sat in at a segregated lunch counter, and sparked a wave of sit-ins across the South. Later that spring, with the support of SCLC staff member Ella Baker, students formed another new organization, the Student Nonviolent Coordinating Committee (SNCC). With great courage, the student broke from the gradualism of the past and openly broke segregation laws. In so doing, they galvanized the Black community and eventually the nation as a whole.

Atlanta and Georgia were centers of the student-led movement. SNCC established its headquarters to Atlanta. In March 1960, Atlanta students explicitly made a connection between local and global struggles through the publication of “An Appeal to Human Rights” and the formation of the Committee on Appeal for Human Rights (COAHR). Students then launched a well-coordinated campaign targeting local segregated facilities. In October 1960, Martin Luther King joined the students and was arrested, setting into motion an incident which effected the 1960 presidential election. The direct action movement spread beyond Atlanta to Albany, Americus, Savannah, Macon and elsewhere in Georgia. SNCC revived local sit-ins in 1963-64, and launched community organizing efforts in poor Atlanta neighborhoods. SNCC’s activities also extended into electoral politics, with the 1965 election of Julian Bond, who was denied his seat in the Georgia legislature because he refused to disassociate himself from a SNCC position opposing the Vietnam War and the draft.

Central themes

1. The pivotal role of the direct action movement in bringing about change
2. The linkage between local and global struggles
3. The particular role of young people in the movement

Possible elements

- Motivation of the students—Greensboro, Nashville, Atlanta
- Southwide Institute on Nonviolent Resistance to Segregation (Spelman 1959) “A Second Look”
- The Appeal for Human Rights
- The state capitol as an arena of protest
- The place of SNCC headquarters in the national movement

- The boycott against Rich's
- History and memory of King's October 1960 arrest
- Meeting of SNCC with Oginga Odinga of Kenya and "Oginga Odinga" song
- SNCC's Atlanta Project and Black power
- Impact of involvement in the movement—(e.g., lack of graduation, strain with parents)

Theme #6: Atlanta as a center of civil and human rights leadership (1960-1975)

Brief description of the exhibit

Visitors will gain an appreciation of the key role which Atlanta played in movements for rights. The city was the national headquarters for both the SCLC and SNCC. The relatively peaceful, though token, desegregation of the Atlanta Public Schools in 1961 attracted national attention. Atlanta mayor Ivan Allen testified in Congress in favor of the proposed federal civil rights bill, while local congressman Charles Weltner cast the only vote from the South for the Civil Rights Act of 1964. Weltner and James Mackay of DeKalb County were the only two southern congressmen to vote for the Voting Rights Act of 1965. In contrast, Atlanta restaurant owner Lester Maddox became the first person in the U.S. to be arrested in violation of the Civil Rights Act. Maddox later served as governor of Georgia, and was governor when Martin Luther King, Jr. was assassinated in 1968. In politics, Leroy Johnson became the first African American state senator in Georgia since Reconstruction, Atlanta was the headquarters of the Voter Education Project, and in 1973 Maynard Jackson was elected as the first big city Black mayor in the South. Well after the passage of national legislation, Atlanta continued to be a center of Black activism.

Central themes

1. Complexities and contradictions of “the city too busy to hate”
2. The local and national movements in Atlanta
3. The movement beyond civil rights alone: economic injustice, human rights, Black power, community empowerment, anti-imperialism

Possible elements

Complexities and contradictions of “the city too busy to hate”

- The City too Busy to Hate?—origins and realities
- Peyton Wall episode
- Atlanta school desegregation: Calhoun vs. Latimer, HOPE (Help Our Public Education), Sibley Commission, actual desegregation
- King Nobel Prize dinner
- Charles Weltner resignation from Congress over Maddox nomination

The local and national movements in Atlanta

- Mayor Ivan Allen Jr.’s testimony before Congress
- King joining picket line at Scripto
- Community organizing: Ethel Mae Matthews, Eva Davis

- Reverend Joseph Boone and Reverend Hosea Williams
- National Domestic Workers Union/Dorothy Bolden
- King assassination
- Materials from 1968 Maynard Jackson Senate campaign, 1973 mayoral race

The movement beyond civil rights alone: economic injustice, human rights, Blackpower, community empowerment, anti-imperialism

- U.N. Sub-commission on Prevention of Discrimination and the Protection of Minorities visit to Atlanta
- Institute of the Black World

Theme #7: The movement in Georgia (1960-1985)

Brief description of the exhibit

Visitors will gain appreciation of the extent and nature of the often-overlooked Georgia civil rights movement beyond Atlanta. SCLC held its Freedom Schools in Dorchester, in Liberty County. The Albany Movement of 1961-1962 has been described as “the most sustained, concentrated effort by civil rights groups in the country,” while in 1964 Martin Luther King called Savannah “the most desegregated city south of the Mason-Dixon line.” Americus and elsewhere in Southwest Georgia, Macon, Augusta, Columbus, and numerous other communities experienced significant civil rights activities during the 1960s and beyond. And the landmark voting rights case of the 1980s occurred in Burke County.

Central themes

1. The dimensions and significance of Georgia civil rights activity outside of Atlanta
2. Grassroots leadership and activity
3. The “long civil rights movement” after the passage of national civil rights legislation

Possible elements

The dimensions and significance of Georgia civil rights activity outside of Atlanta

- Americus anti-insurrection case/Warren Fortson/Leesburg jail
- 1964 murder of Lemuel Penn
- Hancock County and John McCown

Grassroots leadership and activity

- SNCC Freedom singers/songs of the Albany Movement
- Savannah downtown boycott
- Dorchester Freedom Schools
- Unsung heroes: Emma Gresham, W.W. Law, Herman Lodge, Thurnell Alston
- Federation of Southern Cooperatives

The “long civil rights movement” after the passage of national civil rights legislation

- “Terrible Terrell” County
- Elementary and secondary school desegregation in late 1960s
- Forsyth County 1987

Theme #8 Extending Rights (1965-1995)

Brief description of the exhibit

Visitors will gain an appreciation of the global struggle for human rights and the impact of the southern civil rights movement on other movements for equality and justice, including the modern women's movement, the student and antiwar movements, and initiatives among Native Americans and Chicanos, lesbians and gays, environmentalists, and advocates for economic justice. Visitors will also explore the influences and impact of international human rights conventions, declarations and movements on struggles for rights and freedoms in the United States. Martin Luther King, Coretta Scott King, Andrew Young, John Lewis, Ella Baker, members of SNCC and others in the American Black freedom movement went on to address and impact human rights on a global scale. This gallery will serve as a transition into the issues of today by describing the beginnings and contexts of recent rights movements.

Central themes

1. The framework and keys documents associated with human rights
2. The legacy of the U.S. Civil Rights movement on other movements for social justice
3. Civil rights leaders as human rights leaders
4. Connections between civil and human rights (nationally and internationally)

Possible elements

The framework and keys documents associated with human rights

- Conventions Against Torture and Genocide
- Geneva Convention
- Rights of the Child
- Elimination of Discrimination Against Women

The legacy of the U.S. Civil Rights movement on other movements for social justice

- Freedom Summer and the student movement including free speech movement (SDS)-Port Huron statement (1962)
- Pioneers of the women's movement with civil rights experience (SNCC connections) including Toni Cade, Beverly Guy-Sheftall and Sandra Flowers
- Chicano and Native American movements in the United States

- Disability Rights Movement beginnings

Civil rights leaders as human rights leaders

- Coretta Scott King and others' positions on gay rights
- John Lewis' legislative record regarding expansion of rights in the U.S.
- Joseph Lowery and others' South African solidarity
- Jimmy Carter trajectory from governor to presidency and post-presidency and the impact on human rights
- King Papers materials on economic justice, opposition to war
- Sojourner South Women's Group (anti-apartheid work)

Connections between civil and human rights (nationally and internationally)

- Gay rights movement in Atlanta including initial Pride efforts and AIDS movement
- Impact and appropriation of *We Shall Overcome* in human rights movements
- Environmental movement and intersections with human rights
- Southern Africa Freedom movements including anti-apartheid movement
- Anti-communism in Eastern Europe
- Peaceful resolution in Northern Ireland
- Tiananmen Square and human rights in China
- Latin American freedom movements
- Southeast Asian movements

Theme #9: Current Human Rights Issues in an International Context

Brief description of the exhibit

Visitors will explore current issues of human rights taking place outside the United States. The application of themes (e.g., universal rights outside of particular nationalities), techniques (e.g., nonviolent protest), and ideas from the historical galleries will be used to both explore and compare current issues. This gallery should both educate visitors more deeply on the complexities of current Human Rights issues and allow an opportunity to reflect and examine potential strategies and resolutions to the issues. This gallery should deeply explore two to three topics and rotate frequently instead of attempting to tackle all global issues simultaneously.

Central themes

1. Globalization as a force that binds humanity together more than in the past
2. The universality of rights inclusive of economic, social and cultural rights in addition to political and civil rights.
3. Ongoing evolution of Rights definitions and fight for expression and practice
4. Potential for non-violent approaches to current issues

Possible elements

The universality of rights inclusive of economic, social and cultural rights in addition to political and civil rights

- Rights of Refugees (1951 United Nations Convention Relating to the Status of Refugees)
- Religious conflict and the nature of a diverse society
- Impact of economic development and on Human Rights including issues environmental impact
- The definition of “vulnerable populations” and specific actions required to secure their human rights

Ongoing evolution of Rights definitions and fight for expression and practice

- Role and rights of women in international societies
- Documents, declarations and covenants signed and discussed since the adoption of the UN Declaration of Human Rights
- Ethnic and racial violence including issues of genocide

- Creative, individual stands that have successfully promoted rights and freedoms
- Truth and reconciliation movement and specific examples
- History of the Nobel Peace Prize and stories of respective winners

Impact and ramifications of globalization and associated movements

- Establishment, role and controversy of international organizations (UN, International Criminal Court)
- The relationship between the United States and international human rights documents
- Media and technology in the understanding and expression of Human Rights
- The role of international institutions and the impacts on collective versus state sovereignty

Theme #10: Current Human Rights Issues in United States and in Atlanta/Georgia

Brief description

Visitors will explore current issues of human rights taking place inside the United States. The application of themes (e.g., redemptive justice), techniques (e.g., nonviolent protest), and ideas from the historical galleries will be used to both explore and compare current issues. This gallery should both educate visitors more deeply on the complexities of current Human Rights issues and allow an opportunity to examine potential strategies and resolutions to the issues. This gallery should deeply explore 2-3 topics and rotate frequently instead of attempting to tackle all national issues simultaneously.

Central themes

1. Rights debates are part of larger debates including education, housing, economics, poverty and healthcare
2. Tension between individual rights and communal rights
3. The degree to which the U.N. Declaration of Human Rights has been or should be applied to the United States
4. Atlanta and Georgia as a microcosm of larger national and
5. international issues
6. The impact of the influx of new residents to Atlanta and Georgia
7. The leadership of Atlantans and Georgians on key human rights issues

Possible elements

National issues

- Education, desegregation, resegregation and recent Court rulings
- Expansions of rights to new “protected” classes (e.g., expansion of hate crimes
- legislation)
- Immigration, language and the rights of legal residents and illegal residents
- Rights as related to de facto situations including housing, transportation, access to healthcare
- Conflicts and tensions between notions of U.S. law and sovereignty and international law, conventions, and declarations
- Rights of individuals in the post-9/11 world including privacy, expression and censorship
- Rights of religious expression and practice (e.g., religious dress, practices and perspectives)

- Disability rights, the ADA and the aging of America
- Rights of LGBT individuals, marriage and adoption
- Issues and conflicts of communal versus individual rights (e.g., environmental impact, rights of the unborn, rights of the convicted)
- Role of religion and churches and mosques and synagogues in issues of rights and freedoms

Georgia and Atlanta issues

- Immigration, language and the rights of legal residents and illegal residents
- Refugee populations in Georgia
- Atlanta's changing patterns and their impacts including housing, transportation,
- access to healthcare
- Inspirational local individuals and their techniques and organizations for change
- Georgia's environmental issues including water rights and conservation

Theme #11: Taking a Stand

Brief description

Visitors will have the opportunity to gather information and tools to make their own impact in their communities on the issues of interest to them. This area should provide a way for visitors to pledge and/or commit to specific change as well as providing a way to see what other visitors and current individuals are doing in their community. The gallery should provide both inspiration and a tangible take-away for visitors.

Central themes

1. Change takes moral courage and happens through individual initiative
2. Inspiration for taking a stand can be found in every community around the world
3. Building community and lessening isolation is key to expanding rights and
4. freedoms
5. Rights and freedoms need constant attention, education, reflection and defense

Possible elements

- Testimonial and inspirational words of past leaders and rank-and-file members of human rights struggles, along with previous visitors to the Center
- The role of an individual in expressing and promoting human rights daily
- Tangible tools and organizations for change that can be stored and given to the visitor later (e.g., emailed to their home, given on a CD to take home)
- Commitment to specific action by the visitor
- Membership/ ongoing involvement options with the Center
- Ways for the Center to follow up with visitor (ongoing communications)
- Words and videos of inspirational figures
- Real life situations and choices to make (e.g., interactive stories with votes on “your choice”, theater with voting dials and real time votes on the audience choice)
- Responsibility of rights holders, citizens of particular states, citizens of the world
- Relationship between “We the people”- and the government